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Athletic Training Proposal

Resolution # 24
1974-1975

Meeting on April 14, 1975
(Date)

SUBJECT: Athletic Training Proposal

Signed Ara Zulfalian Date Sent 4/16/75
(For the Senate)

a. Accepted. Effective Date _____

b. Deferred for discussion with the Faculty Senate on _____

c. Unacceptable for the reasons contained in the attached explanation _____

DISTRIBUTION: Vice-Presidents: Lucy
Others as identified: John

Signed: Allen Brown
(President of the College)

May 1, 1925

ATHLETIC TRAINING
PROPOSAL

Undergraduate Physical Education Unit

Joseph P. Winnick

Unit Coordinator

Professional Entity

Evelyn Schurr

Entity Coordinator

Developed by

Alan Peppard

Undergraduate Physical Education Unit

April 14, 1975

State University College at Brockport
Undergraduate Physical Education Unit

PROPOSAL FOR CONCENTRATION IN ATHLETIC TRAINING

Purpose: To provide students with the necessary education to work in the area of care and prevention of athletic injuries.

This is a proposal for a program in the Professional Entity of the Undergraduate Physical Education Unit which is designed to provide a concentration of courses and experiences for students who wish to prepare for positions in the area of care and prevention of athletic injuries. The concentration will include two options. Both options include the same course requirements, but differ in that teacher certification is required for those students desiring to complete the requirements for entrance to the certification examination in athletic training as specified by the Board of Certification of the National Athletic Trainers Association.

A profession has evolved to prevent, recognize, treat, and rehabilitate athletic injuries. Collegiate curricula have been developed to foster individual knowledge regarding the positive effects of the stress which is produced by physical activity. Such knowledge should include not only information concerning the beneficial effects and the means and procedures necessary to insure that the stresses will be both effective and beneficial, but also the psychological and physiological results when stresses from physical activity surpass the individual's capacity to manage and adapt to these stresses. Practitioners within this profession are known as athletic trainers.

"Athletic Trainers are instructors who are medical technicians working directly under the supervision of a (team) physician and in cooperation with the coaching staff and administration of their schools. The primary concern of the athletic trainer is the management and prevention of athletic injuries. In the management of athletic injuries, the athletic trainer gives 'on the field first aid', follows-up and carries out in detail the physician's prescription of treatment and rehabilitation. They coordinate, under medical supervision and with the cooperation of the administrators and coaches, the total prescription of training and conditioning of the student athlete. In addition, the athletic trainer should be responsible for the supervision

of safety factors of all athletic facilities and equipment and the maintenance of an adequate system of accident reporting and follow-up procedures working in cooperation with the medical profession, coaching staff, and administration.¹

Interscholastic athletic events are increasing in number and variety each year, especially those in the programs for females. Statistics indicate that the number of injuries resulting from athletic competition has been increasing yearly. Sport organizations and educational institutions sponsoring sports competition are morally obligated to provide athletic programs which are educationally sound and to: "(1) prevent injuries whenever possible, (2) minimize the severity of the injury and (3) treat each injury promptly and properly."²

The teacher certification of coaches is intended to increase the possibility that interscholastic athletic programs will be conducted within educational guidelines. The certification of coaches does not assure that the athlete will receive adequate prevention, immediate care, and rehabilitation for injuries occurring during athletic participation.

The National Athletic Trainers Association has developed a program for the education and certification of individuals concerned specifically with the care and prevention of athletic injuries. This certification process reasonably assures those concerned with athletic injuries that the certified trainer will possess the necessary skills and knowledge to provide for the adequate care and prevention of athletic injuries. (Educational and certification requirements are in Appendix A.)

In the past few years there has been increasing awareness of the athletes' rights to adequate care and prevention of their injuries. Two separate bills (The Athletic Safety Act and The Athletic Care Act) introduced into the U.S. House of Representatives by the Honorable Ronald V. Dellums of California will require specific federal standards concerning the facilities, personnel, and programs for the care and prevention of athletic injuries.³

¹ National Athletic Trainers Association, Educational Program Approval in Athletic Training, a report prepared by the Professional Education Committee of the National Athletic Trainers Association, 1973.

² Ibid.

³ Russel M. Lane, M.D., "The Latest on the Dellums' Bills, H.R. #7795 (The Athletic Care Act) and H.R. #2775 (The Athletic Safety Act, "report presented at the 1974 Eastern Athletic Trainers Convention in Hyannis, Massachusetts, January 22, 1974.

The Athletic Safety Act (H.R. 2775) is an addendum to the Occupational Safety and Health Act of 1970. The Occupational Safety and Health Act of 1970 requires specific safety standards for professional athletes and the Athletic Safety Act will include high school and collegiate athletic contests within its bill.

The Athletic Care Act (H.R. 7795) is proposed as part of the revision of the Elementary and Secondary Education Act of 1965. This act will require secondary schools of specific enrollment to have a qualified athletic trainer for their school's athletic program. The bill provides federal funds to train the personnel and to finance the program. The House has now passed an act to further study the bill.

Congressional approval of these bills will add to the need for athletic trainers. The program presented herein is designed to prepare individuals to meet the demand for athletic trainers.

In a resolution the American Medical Association recognized the need for athletic trainers and suggested including such professionals as members of athletic medicine units within schools.⁴

Individuals who perform the sole function of athletic training are not, at present, placed in the public high schools of the State. Specific legal statutes limit care provided for injuries occurring within the school program to first aid. All care after first aid must be provided by a physician of parental choice. But, due to the fact that an athletic program necessitates more definitive care than can be provided within these statutes, the coach normally provides for the general care and prevention of athletic injuries. The coach refers those injuries of more serious natures to a physician. The quality of care of athletic injuries occurring to athletes within the public high schools of New York State, is then, to a great extent, dependent upon the athletic training ability of the coach. Due to the fact that the coach is employed because of his coaching skills rather than his athletic training ability, the quality of the program for the care and prevention of athletic injuries is questionable.

⁴ D. L. Winerman, M.D., Chairman Athletic Medicine Committee and member of Committee on Medical Aspects of Organized Athletics for the Michigan State Medical Society. An Athletic Medicine Resolution submitted to and passed unanimously by the House of Delegates of The American Medical Association in New York, New York, June, 1969.

Relation of the Program to the Mission
of the Faculty of Physical Education and Recreation

The mission of the Faculty is stated as follows:⁵

"The Faculty of Physical Education and Recreation is concerned with the study of man in sport, dance, exercise, play and leisure, with man's experiences in such environments, with the study of sport, dance, exercise, play and leisure, and with the study of man's modes of organization of these forms of involvement to serve his purposes."

Curricula have been developed to study Man during movement from a beneficial viewpoint. The study of moving Man from this viewpoint allows one to accept the fact that injuries that may occur as Man engages in sport are a negative, but necessary, adjunct to sports participation. (i.e., one who engages in sport must accept the possibility that an injury may occur). The study of Man and sport should include as an integral part, focusing upon the pathologies, prevention, care and rehabilitation of injured athletes via an interactional view of Man as an anatomical, physiological, and sociological human being engaged within the various stresses that sports provide. Such a view would attempt to eliminate injuries and the resulting disabilities and thereby allow sport to better serve man.

Proposal for Concentration in Athletic Training

I. Identity of the Program

A. Title: Concentration in Athletic Training

B. Description:

This is a concentration which is designed to provide a background of courses and experiences in athletic training. Option I should enable a student to pursue a position in colleges, universities, or in other enterprises where skill and knowledges of athletic training skill are necessary. It also provides a background for graduate study in athletic training. Option II requires completion of a teacher certification program which will enable the student to be admitted to the National Athletic Trainers Association Certification Examination. This certification is usually required for positions in public schools and is often considered highly desirable by other institutions. Choice of

⁵ Report RE: Proposal on Administrative Organization by the Ad Hoc Committee on Administrative Reorganization for the Faculty of Physical Education and Recreation of the State University of New York College at Brockport, December 15, 1972 (in the files of the Department).

options should be made with advisement on the basis of a student's vocational interest and needs.

C. Proposed beginning date: September 1975

D. Course of Study:

Option I

Professional Institutional Program in Athletic Training

	Hours
1. Required Athletic Training Courses:	9
PEP 356 Athletic Training (P) - 3 credits	
PEP 357 Athletic Training Practicum - Fall Sports (P) - 3 credits	
PEP 358 Athletic Training Practicum - Spring Sports (P) - 3 credits	
2. Selected Liberal Arts Major (College-wide Requirement):	30 - 36
3. Required Courses in the Physical Education Program (Non-Athletic Training):	18
PHE 301 Biological Perspectives (L) - 3 credits	
PHE 302 Psychological Perspectives (L) - 3 credits	
SPT 423 Physiology of Sport (L) - 3 credits	
/OR/ SWE 411 Seminar in Bio. Bases (L) - 3 credits	
SPT 424 Mechanical Analysis (L) - 3 credits	
/OR/ SWE 305 Movement Analysis (L) - 3 credits	
SPT 425 Sports Medicine (L) - 3 credits	
SPT 474 Adapted Physical Education (E) - 3 credits	
/OR/ SWE 482 Adapted Physical Education (P) - 3 credits	
4. Required Cognate Courses:	7
HLS 205 Foundations of Health (L) - 3 credits	
HLS 211 First Aid (L) - 1 credit	
HLS 311 Nutrition (L) - 3 credits	
5. Required Program Prerequisites:	6
BIO 285 Anatomy and Physiology Survey (L) - 3 credits	
_____ Course in Psychology (L) - 3 credits	
6. Suggested Additional Courses:	
Physics	
Chemistry	
SPT 429 Psychology of Sport (L) - 3 credits	
/OR/ SWE 412 Seminar in Developmental and Behavioral Aspects of Movement Experiences (L) - 3 cr.	
Selected skill techniques, or coaching courses by advisement (6 credits).	

Option II

Professional Certification Program

in Athletic Training *

Hours

1. Required Athletic Training Courses:

9

PEP 356 Athletic Training (P) - 3 credits

PEP 357 Athletic Training Practicum - Fall

Sports (P) - 3 credits

PEP 358 Athletic Training Practicum - Spring

Sports (P) - 3 credits

2. Selected Liberal Arts Major (College-wide Requirement):

30 - 36

3. Selected Teacher Certification Area:

20 - 24

4. Required Courses in the Physical Education Program
(Non-Athletic Training):

18

PHE 301 Biological Perspectives (L) - 3 credits

PHE 302 Psychological Perspectives (L) - 3 credits

SPT 423 Physiology of Sport (L) - 3 credits

/OR/ SWE 411 Seminar in Bio. Bases (L) - 3 credits

SPT 424 Mechanical Analysis (L) - 3 credits

/OR/ SWE 305 Movement Analysis (E) - 3 credits

SPT 425 Sports Medicine (L) - 3 credits

SPT 474 Adapted Physical Education (E) - 3 credits

/OR/ SWE 482 Adapted Physical Education (P) -
3 credits

5. Required Cognate Courses:

7

HLS 205 Foundations of Health (L) - 3 credits

HLS 211 First Aid (L) - 1 credit

HLS 311 Nutrition (L) - 3 credits

6. Required Program Prerequisites:

6

BIO 285 Anatomy and Physiology Survey (L) - 3 credits

_____ course in Psychology (L) - 3 credits

7. Suggested Additional Courses (not required):

Physics

Chemistry

SPT 429 Psychology of Sport (L) - 3 credits

/OR/ SWE 412 Seminar in Development & Behavioral

Aspects of Movement Experiences (L) - 3 credits

Selected skill techniques or coaching courses by
advisement (6 hours)

* Meets requirements for entering National Athletic Trainers
Examination for Certification

II. Long-range planning

- A. Relation to the University Master Plan and Campus Master Plan:
& Plans to include a program in athletic training were included
- B. in the 1972 Master Plan.
- C. Relation to existing or other projected programs of the institution:
The program will include courses within different departments (note course of study). Practicum experiences will be conducted in and coordinated with the athletic program at Brockport.
- D. Relation to existing programs at other institutions, public and private, in the service area, region, and state:
Since the program relates to national certification, course offerings and prerequisites are similar to those in other institutions offering a program in athletic training. (note listing of the certified programs in Appendix D). Currently no other institution in New York State has a certified program in athletic training.

III. Resources

A. Faculty and Staff:

Faculty for prerequisite, cognate, academic major, and certification course are presently available. The proposal presented herein adds three courses to the curriculum. It is expected that one section of each course would be offered during the academic year. This would, thus, require one half of a faculty position each semester. At the present time, the undergraduate physical education unit employs two faculty members with the necessary expertise in athletic training. Faculty in athletic training have developed a positive relationship with physicians in the surrounding areas in the past. It is expected that this relationship will be expanded so that further medical consultation would be available.

B. Facilities:

Present athletic training room facilities are adequate to meet the basic needs. In addition, plans are now being made to increase facilities. Athletic training equipment includes:

Physiotherapy and Treatment Equipment in the Training Room

#	Item
3	Taping Tables
4	Treatment Tables
1	Elgin Rehabilitation Table
3	Infrared lamps

#	Item
2	Cold Hydrocollators
1	Hot Hydrocollator
1	Whirlpool
1	Ultrasound
1	Ice Machine

In addition, equipment is available in an adjacent room for the purpose of exercise rehabilitation.

Since Brockport has Nursing and Physical Education Programs, library holdings are adequate when combined with specific holdings now used for the present sports medicine course. (note listing in Appendix E)

C. Expenditures:

Since an athletic trainer was added to the staff on September 1, 1974, there will not be an immediate need to employ additional faculty to conduct the program. Costs for panel review are \$50.00. Additional supplies for the program will need to be identified within the operating budget. It is estimated that \$3.00/student (maximum of \$120) will be sufficient for increased supplies.

IV. Students

A. Identity:

The program will be open to men and women who are interested in athletic training as a profession. Students completing the concentration in athletic training and gaining admission to the FATA Certification Examination must: (1) complete requirements for a teaching certificate in an area of their choice, (2) receive a grade of C or better in SPT 425 (Sports Medicine), PEP 356 (Athletic Training), PEP 357 (Athletic Training Practicum - Fall Sports*), and PEP 358 (Athletic Training Practicum - Spring Sports*).

B. Counseling:

Faculty members in the athletic training area will serve as advisers to students enrolled in the concentration.

* Note: A grade of C or better in SPT 425 (Sports Medicine) is required to gain admission to the Athletic Training Practicum courses.

C. Demand:

Student interest in athletic training at Brockport is indicated by: (1) full enrollment in three sections of SPT 425, Sports Medicine, (2) a survey of students enrolled in SPT 425 for the 1973-74 academic year indicated that approximately one-fifth (24) of the students were considering athletic training as a professional alternative, and (3) number of students (approximately 24) who, the preceding academic year, requested specific information concerning the profession of athletic training.

Increased societal interest concerning the proper care and prevention of athletic injuries indicates an increased demand (note introduction) for those skilled within the area of athletic training. It can be expected that this demand will increase in future years due to both the increased demand for proper care and prevention of injuries sustained sustained during participation in sport and also due to increases in the number of individuals, both men and women, participating in sport.

There is an increasing need for athletic trainers for women, due to the increase in the women's athletic programs in the high schools and colleges and implications of Title IX regarding equal opportunity for women.

D. Employment Possibilities:

Employment within the profession of athletic training is generally involved with one of three areas: high school, college, and professional teams. The number of employment opportunities is partly dependent upon societal interest for proper care of injuries. Increasing demand for the proper care of sports injuries indicate increasing employment possibilities.

High schools: High schools offer the possibility of between 10,000 and 20,000 jobs. The high school trainer would be employed on the same basis as the coach. Primary duties would be teaching and extra duty would be athletic training.⁶ The need for the high school trainer is apparent, but the number of jobs will be in proportion to how well administrators are educated as to the need. Legislation, if passed, will cause a very sudden demand for trainers.

⁶ National Athletic Trainers Association, Athletic Training Careers, A Brochure Prepared by the Recruitment Committee of the N.A.T.A., 1974. (available from the Chairman of the N.A.T.A. Recruitment Committee)

College and University: College employment fall into three categories: (1) staff assignment by the athletic department, (2) combination teacher-trainer with teaching areas in physical education, health, or sports medicine, and (3) combination physical therapist-trainer.⁷

Presently both the Eastern Athletic Trainers Association and the New York State Public High School Athletic Association are attempting to improve the care and prevention of athletic injuries by developing provisions to require and/or allow skilled individuals (athletic trainers) to provide for the care and prevention of athletic injuries.⁸ Mr. Joseph Abraham, Secretary-Treasurer for the E.A.T.A. feels that if regulations were to be changed there would be an inadequate supply of qualified individuals to provide the necessary care.⁹

A committee appointed by Dr. Grover of the State Education Department in cooperation with the NYSPHSAA, the E.A.T.A. and the Medical Aspects of Sports Committee of the N.Y.S. Medical Association is now finalizing plans for the development of a position involving a teacher-trainer for the public high schools of New York State. J. Kenneth Hefner, Director of Field Service of the New York State Public High School Athletic Association, expects that the position will be viable by January, 1975.¹⁰

The present statutes within New York State which relegate the care and prevention of athletic injuries to the coach and/or assistant coach, necessitates that those administrators concerned with the quality of care for athletic injuries, employ coaches with specific knowledge within athletic training. Generally, an assistant coach may be hired specifically because of his expertise within the area of athletic training.

A growing number of private enterprises such as health clubs, sports clubs, camps, and the like are seeking persons with athletic training skills and knowledge to provide better service for their patrons.

⁷ National Athletic Trainers Association, Athletic Training Careers, A Brochure Prepared by the Recruitment Committee of the N.A.T.A., 1974. (available from the Chairman of the N.A.T.A. Recruitment Committee)

⁸ Discussion with Mr. Joseph Abraham, Secretary-Treasurer for the Eastern Athletic Trainers Association, January, 1974.

⁹ Ibid.

¹⁰ Discussion (phone) with J. Kenneth Hefner, Director of Field Service of the New York State Public High School Athletic Association, May 30, 1974.

E. Articulation and transfer:

Because the course requirements follow those suggested by the National Athletic Trainers Association and thereby coincide with similar programs in other institutions, transfer to certified programs in other institutions should be facilitated. Entrance into graduate programs within athletic training should also be enhanced.

V. Evaluation

Once each year the director of the concentration will compile information concerning the below and make recommendation to the administration concerning points to improve the progress.

- 1) student evaluations,
- 2) follow up of students in first year positions,
- 3) ability of students to successfully complete the National Athletic Trainers Association's Certification Examination,
- 4) Practicum supervisors evaluations based upon input from Intercollegiate athletic program personnel,
- 5) Input from an Athletic Training Evaluation Panel consisting of at least: 1.) one graduate of the program, 2.) an expert in the field, 3.) an employer, 4.) a member from the National Athletic Trainers Association's Board of Certification (if possible), and 5.) a Brockport faculty member with a specialization in athletic training.

Appendix A

The educational program required by the National Athletic Trainers Association is:¹¹

College Preparation

1. Teaching license in the area of your choice
2. Specified required content areas:
 - A. Anatomy
 - B. Physiology
 - C. Physiology of Exercise
 - D. Applied Anatomy and Kinesiology
 - E. Psychology (2 courses)
 - F. First aid and safety
 - G. Nutrition
 - H. Remedial Exercise
 - I. Personal, Community, and School Health
 - J. Techniques of Athletic Training
 - K. Advanced Techniques of Athletic Training
 - L. Laboratory Practice (6 semester hours or 600 clock hours)
3. Recommended but not required:
 - A. Physics
 - B. Pharmacology
 - C. Histology
 - D. Pathology
 - E. Organization and Administration of Health and Physical Education
 - F. Psychology of Coaching
 - G. Coaching Techniques
 - H. Chemistry

General N.A.T.A. Certification Requirements are:

1. B.S. degree with a teaching license
2. Practical work under supervision of a N.A.T.A. certified trainer in one of the following:
 - A. written and approved curricula (2 years)
 - B. Physical Therapy Degree (2 years)
 - C. Apprenticeship (1,800 hours)
3. One year N.A.T.A. membership prior to examination
4. Pass N.A.T.A. examination

¹¹ National Athletic Trainers Association, Athletic Training Careers, a Brochure Prepared by the Recruitment Committee of the N.A.T.A., 1974. (available from the Chairman of the N.A.T.A. Recruitment Committee)

Appendix B

Course: SPT 425 Sports Medicine

Instructor: Mr. Alan Peppard

Course Objectives:

The student will gain understanding of the physiological and psychological aspects of man in sport from a sports medicine perspective with practice concerning specific skills necessary for the medical supervision of sports participants.

Course Experiences:

1. Lecture-discussions.
2. Practice concerning skills.
3. Practice involving "field" decisions.
4. Observation of training room practices.
5. Written examinations and also test concerning the correct application of practical skills.
6. Various extra-class projects.

Course Outline:

Unit I. Overview of Sports Medicine

- A. Sports Medicine: Definition, history and status
- B. Legal Responsibility
- C. Physiological and psychological reactions to injury producing forces
- D. Mechanics of injury
- E. Injury recognition and first aid
- F. Definitive Care
- G. Rehabilitation
- H. General principles of bandaging.

Unit II. Specific Injuries: Prevention, Care and Rehabilitation

- A. Conditions concerning the lower extremities
- B. Conditions concerning the upper extremities
- C. Conditions concerning the trunk
- D. Conditions concerning the head and neck
- E. Specific hazardous situations

Unit III. Other Factors Affecting Athletic Performance: conditioning, nutrition, and drugs.

Basic Text:

Klafs, Carl E. and Arnheim, Daniel D. Modern Principles of Athletic Training. (3rd ed.) St. Louis: C. V. Mosby Co., 1973.

Bibliography:

1. Armstrong, James F. Injury in Sport: The Physiology, Prevention, and Treatment of Injuries Associated with Sport. Springfield, Ill.: C.C. Thomas, 1964.

Appendix B - Continued

Bibliography:

2. Cerney, J. V. Athletic Injuries. Springfield, Ill.: C. C. Thomas. 1963.
3. Cerney, J. V. Complete Book of Athletic Taping Techniques. West Nyack, N.Y.: Parker Publishing Co., 1972.
4. Doland, Joseph P. Treatment and Prevention of Athletic Injuries. Danville, Ill.: Interstate Printers and Publishers, 1967.
5. Matthew, David O. Athletic Injuries. Dubuque, Iowa: Wm. C. Brown Co., 1963.
6. Thorndike, Augustus. Athletic Injuries. Philadelphia: Lea & Febiger, 1962.

Appendix C

Course: PEP 356 Athletic Training

Curriculum: Professional Entry

Credit Hours: 3

Prerequisite: SPT 425, Sports Medicine

Course Objectives:

The student will gain knowledge relative to the effect of various stresses upon the anatomical, physiological, and psychological modes necessary for sports participation. Knowledge of specific pathology involved with the various sports injuries will be gained along with the physiological process of healing and the effects of various stressors and agents upon the healing process. The student will develop ability to combine theoretical knowledge with pragmatic skills and knowledge necessary for the care and prevention of injuries that result from sports participation.

Course Outline:

Unit I. Classification of sports by production of stress

- A. Endurance
- B. Strength
- C. Psychological
- D. Specific body segments stressed by traumatic and non-traumatic agents

Unit II. Pain: a psycho-physiological phenomenon

- A. Pain sensation
 - production of
 - reduction of
 - process of learning
 - referred pain
- B. Pain reaction
 - factors of: temporal, additive, and spatial
 - hyperalgesia
 - trigger pts.
 - itch and scratch sensation
 - individual variations
 - hereditary endowment
 - cultural orientation to pain
 - social interaction
 - past encounters with painful stimuli

Unit III: Nature of Various Stresses in Sport

- A. Endurance
- B. Strength

Appendix C - Continued

Unit III. Nature of Various Stresses in Sport (cont.)

- C. Psychological
 - Emotions as stressful agents
 - Emotions in sport
- D. Soft tissue stress
 - Contusion
 - edema formation
 - hematoma formation
 - pain
 - muscular spasm
 - Abnormal joint forces
 - ligaments and stress
 - ligament stress and pain
 - Muscular stress
 - Hough hypothesis
 - Karpovich hypothesis
 - deVries hypothesis
 - myotonic hypothesis
 - Tendon stress
 - fatigue
 - contusion
 - abnormal 'stretch' forces
 - Osteo-tissue stress
 - integrity destruction
 - fatigue
 - contusion
 - Bursae
 - contusion
 - fatigue
 - Cartilage
 - stress of joint cartilage
 - stress of vertebral cartilage
 - Dermis-tissue stress
 - blisters
 - dermatitis
 - fungus infection
 - bacteria infection

Unit IV: The Healing Process

- A. Wound healing
 - Factors delaying wound healing
- B. Techniques to enhance the healing process
 - hypothermal
 - hyperthermal
 - modification of pain responses
- C. Rehabilitation

Unit V: Specific Injuries: prevention, care and rehabilitation
(anatomy, physiology, and specific stress agents with emphasis
on the development of pragmatic knowledge and skill)

Appendix C - Continued

Unit V: Specific Injuries: (cont.)

- A. Conditions concerning the lower extremities
- B. Conditions concerning the upper extremities
- C. Conditions concerning the trunk
- D. Conditions concerning the head and neck
- E. Specific hazardous situations

Selected Bibliography:

1. American Academy of Orthopedic Surgeons. Symposium on Sports Medicine. Mosby., 1968.
2. Bogert, Briggs, & Calloway. Nutrition and Physical Fitness. Saunders, 1973.
3. Cerney, J. V. Complete Book of Athletic Taping Techniques. D. H. Parker, 1972.
4. Downer, Ann E. Physical Therapy Procedures: Selected Techniques. C. C. Thomas, 1973.
5. Klafs, Carl E. and Arnheim, Daniel D. Modern Principles of Athletic Training. (3rd ed.) C. V. Mosby Co. 1973.
6. Rusk, Howard. Rehabilitation Medicine. Mosby, 1971.
7. Vay, E. L. (ed.), Few Concepts in Pain & Its Clinical Management. F. A. Davis, 1967.

Relationship of Sports Medicine to Athletic Training:

Sports Medicine allows a general introduction and overview of the pathological processes which may occur with sports participation. The anatomical, physiological, and psychological factors involved for the prevention, treatment, and rehabilitation of athletic injuries are discussed by means of an introduction to the effect of various stressors upon the various tissues. The healing process occurring within the various tissues is also discussed. The psycho-physiological phenomenon of pain is minimally discussed and specific injury to the various body segments are studied.

Athletic Training will allow the students to continue their inquiry into the pathological processes by directing specific attention to the various stress factors and their relationship to the various sports. An in-depth view of pain will be discussed along with specific anatomical, physiological, and psychological factors involved in the various pathologies.

In general, Sports Medicine will provide the student with an academic introduction to the field and Athletic Training will provide an opportunity for furthering theoretical knowledge relative to the field and studying the application of such knowledge in sport.

Appendix D

Practicum Courses

The emphasis during the practicum courses will be on the development of skills and techniques for athletic training. Because various sports provide different specific stresses and thereby different means necessary for the prevention, treatment, and rehabilitation of injuries, two separate practicum courses are required.

PEP 357 Athletic Training Practicum - Fall Sports

Laboratory participation for student trainers will be accomplished under actual training room conditions supervised by the athletic training staff. The student will be required to participate for a minimum of 6 hours per week during which time they will be learning, practicing, and applying athletic training techniques as related to prevention, protective, and emergency care measures. Students will work with participants in both the men's and women's fall sports programs available at S.U.C. at Brockport. One hour per week will be arranged for student-faculty conferences. The student will also work with pre-season and early season athletic training for winter sports.

Prerequisite: grade of C for SPT 425, Sports Medicine

PEP 358 Athletic Training Practicum - Spring Sports

Laboratory participation for student trainers will be accomplished under actual training room conditions supervised by the athletic training staff. The student will be required to participate for a minimum of 6 hours per week during which time they will be learning, practicing, and applying athletic training techniques as related to prevention, protective, and emergency care measures. Students will work with participants in both the men's and women's spring sports programs available at S.U.C. at Brockport. One hour per week will be arranged for student-faculty conferences. The student will also work with late season athletic training for winter sports.

Prerequisite: grade of C for SPT 425, Sports Medicine

Appendix E

Educational institutions now offering a certification program in athletic training:

University of Arizona
California State College at Long Beach
Western Illinois University
Ball State University
Indiana University
Indiana State University
Purdue University
Louisiana State University
Northeastern University
Central Michigan University
Mankato State College
University of Montana
University of New Mexico
Appalachian State University
University of North Dakota
Ohio University
Oregon State University
West Chester State College
Lamar University
Southwest Texas State University
Texas Christian University
Washington State University

Appendix F

Library Holdings Relative to Athletic Training

Serial Holdings

Amateur Wrestling News
American Association for Health, Physical Education, and Recreation
Journal of -
Completed Research in Health and Physical Education -
Research Quarterly -
American College Health Association. Journal -
American Corrective Therapy. Journal
American Dietetic Association. Journal -
American Fencing
American Journal of Anatomy
American Journal of Clinical Nutrition
American Journal of Occupational Therapy
American Journal of Physical Medicine
American Medical Association. Journal
American Physical Therapy Association. Journal
Anatomical Record
Annual Review of Physiology
Annual Safety Education Review
Athletic Journal
Athletic Training
Biochemical Medicine
British Journal of Medical Psychology
British Journal of Pharmacology
Canadian Association for Health, Physical Education, and Recreation
Journal
Circulation
Circulation Research
Coach and Athlete
Coaching Clinic
Drug Intelligence and Clinical Pharmacy
Drugs in Current Use
Experiments in Physiology and Biochemistry
Football Clinic
Gymnastics Guide
Health Education Abstracts
Health Education Journal
Health Information Digest
Hockey News
International Lacrosse Magazine
Journal of Anatomy
Journal of Bone and Joint Surgery
Journal of Experimental Medicine
Journal of Motor Behavior
Journal of Nutrition
Journal of Pediatrics
Journal of Physical Education

Appendix F - continued

Periodicals - Continued

Journal of Safety Research
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